DOCUMENT RESUME

ED 214 746 RC 013 302

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TITLE Evaluation of the 1979-80 Title-I Migrant Tutoring Program.
INSTITUTION Dallas Independent School District, Tex. Dept. of Research and Evaluation.
REPORT NO T180-346-31-01
PUB DATE Sep 80
NOTE 8p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Achievement; *Educational Environment; Elementary Education; *Migrant Education; Migrant Programs; Parent Participation; Program Evaluation; *Program Implementation; Reading Comprehension; *Tutorial Programs
IDENTIFIERS Dallas Independent School District TX; *ESEA Title I Migrant Programs

ABSTRACT

Using Spanish and/or English according to each student's need, the Migrant Tutoring Program (MTP) provided 20 minutes of tutoring daily in oral language development, language arts, and reading to 238 migrant students (K-6) in 17 schools during the year. Questionnaires designed for principals, teachers, and tutors were used to obtain process evaluation data during November, January and May. Principals were interviewed in November and May. During the second process evaluation at least two tutoring sessions were observed at each school. Student achievement gains on the Interamerican Prueba de Habilidad General (Test of General Ability) and the Iowa Tests of Basic Skills (ITBS) Reading Comprehension Test and change in percentile rank of pre- and posttests means were computed. Major evaluation questions referred to MTP's environment and implementation, student gains in reading comprehension, and parent involvement in MTP. Results indicated that overall, MTP's environment was adequate; principals and teachers generally supported MTP and most of them endorsed the program's value and objectives; migrant students in grades 3, 5, and 6 demonstrated significant educational achievement as reflected by the grade equivalent gains of .9, .9 and .8 respectively; percentile gains on the ITBS were small, with some decline in percentile scores; and approximately 130 parents were involved in MTP. (NQA)

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ED214746

EVALUATION OF THE 1979-80 TITLE-I MIGRANT TUTORING PROGRAM

T180-346-31-01

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RC013302

Dallas, Texas
September 1980

Evaluation of the 1979-80 Title-I Migrant Tutoring Program

Evaluators: Ramón Rincón and R. A. Zepeda

Objectives of the Program: The Title-I Migrant Tutoring Program (MTP) was designed and implemented to address the needs of migrant students by means of tutorial assistance in oral language, language arts and reading. The MTP concentrated supplementary reading efforts on the identified migrant students who had below-average reading performances evidenced by achievement test scores. The tutors were bilingual paraprofessionals who were provided with some pre-service preparation. Tutors in this program, in collaboration with principals, resource teachers and classroom teachers, provided 20 minutes of tutoring daily in the areas of oral language development, language arts and reading, and using Spanish and/or English according to each student's need. Those migrant students whose test scores were at or below the twenty-fifth percentile were given priority attention. Materials for this program included supplementary materials, Bilingual Program materials, and District Baseline curriculum materials.

Purpose of the Evaluation: The evaluation of the MTP was designed to determine whether the program was effective as a supplement to regular classroom reading instruction. The evaluation also focused on whether or not participating students showed gains in reading as measured by standardized achievement tests.

Sample: The MTP was located in 17 schools: Gabe P. Allen, Arcadia Park, James Bowie, F. P. Caillet, David Crockett, James S. Hogg, L. L. Hotchkiss, Sam Houston, Benito Juarez, Obadiah Knight, Sidney Lanier, Maple Lawn, Herbert Marcus, John F. Peeler, Preston Hollow, John H. Reagan and William Travis. The MTP was implemented late at Obadiah Knight and Maple Lawn. Tutors for these 2 schools were assigned after January 1,1980. The tutor at Arcadia Park resigned in late March. This vacancy was not filled and thus the MTP did not continue for the final two months of the academic year at this school. In all, 238 migrant students were given tutorial attention on a daily basis. The following is the distribution of the number and percentage of students by grade who were tutored during the 1979-80 academic year:

Grade	Number	%
K	25	11
1	33	14
2	38	16
3	31	13
4	32	14
5	36	16
6	36	16
	231	

* A total number of 238 migrant students participated in the instructional component of this program but data drawn from the data base revealed data for 231 students. It is most probable that the missing 7 students withdrew from school prior to the end of the academic year.

Evaluation Design: Process evaluation data were collected using questionnaires designed for principals, teachers and tutors at the Title-I Migrant schools. Interviews were held with principals to assess program implementation and progress.

Process evaluation data, to assess program implementation, were collected during the first week in November 1979, January 1980 and May 1980. Principals were interviewed in November and in May. During the second process evaluation at least two tutoring sessions were observed at each Title-I Migrant school.

Distributions of percentage gain by migrant students on the Interamerican Prueba de Habilidad General (Test of General Ability) were computed for students in grades two through six. Average pre- and posttest grade equivalent scores on the Iowa Tests of Basic Skills (ITBS) Reading Comprehension Test, and change in percentile rank of pre- and posttests means were also computed.

Major Evaluation Questions and Results

1. What was the environment of the MTP?

Overall, the implementation environment of the MTP was adequate. At 7 of the 15 schools observed in January (Arcadia Park, Bowie, Caillet, Crockett, P. Hollow, Reagan and Travis) the tutorial sessions were conducted in a room separate from any classroom activities. In 5 of the schools observed (Allen, Hotchkiss, Houston, Juarez, and Marcus) the tutorial sessions were held in a resource room which the MTP shared with another instructional group. The remaining 3 schools held their tutoring sessions in a bookroom, near some stairways behind an auditorium, and in the hall (Lanier,

Peeler and Hogg). It is important to indicate that the above settings were those in use at the time the evaluator observed the schools. The noise level at most of the tutoring sites was minimal with the exception of 5 schools. The noise disturbances at these schools were due in part to other ongoing instructional activity within the same room. The schools that held their tutoring sessions in the hall and near some stairways were forced into these settings by construction work on their buildings. Lighting was adequate, the room temperature was comfortable and the areas were adequate in size at most of the sites observed.

Principals and teachers were generally in support of the MTP and most of them endorsed the value and objectives of the program. The majority of the principals stated that the one-to-one aspect in the MTP was unique and very worthwhile. A few principals called the academic background of the tutors into question and stated that tutors should be high school graduates. Principals appeared to have become better acquainted with migrant eligibility criteria, program guidelines and implementation than had been the case in the past.

Many of the 1978-79 migrant tutors returned for this year and they helped to facilitate the communication and implementation process at each school. There was some tutor turnover at the beginning of the academic year. Some principals pointed to a lack of a Migrant Resource Teacher (MRT) to monitor the MTP at their school (two MRT vacancies were never filled during the academic year).

2. Was the MTP implemented as specified?

The MTP start-up date for the past two years has occurred during the first week in October. Due to the fact that the regular classroom activities began in August, this October date presented a problem in scheduling. Further, tutors for two schools were not hired until January. There were two MRT vacancies which were never filled. These vacancies presented communication problems for at least four schools where a MRT was never assigned. In almost every tutoring session observed the MTP was implemented as specified by the MTP office. The tutors worked exceptionally well with local school personnel. Some of this year's tutors had at least one year of experience as tutors for the MTP. Tutors worked effectively with teachers in scheduling the tutorial sessions for each migrant student. Tutors spent 20 minutes daily in this supplementary effort. The tutors appeared highly committed and deeply concerned with the migrant students' needs. The majority of these tutors approached their tutoring assignment with a high level of enthusiasm. A major weakness evident in the MTP this year was in its staff

development component. A minimal amount of pre-service training was provided to tutors prior to the start of the program. The monthly workshops coordinated by the MRTs for the tutors were not part of this year's program as they were during 1978-79. This lack of workshops was a definite handicap to the MTP tutors.

During the 1979-80 school year tutors appeared to have become a more important part of the local school operation. The MRTs were efficient and effective in providing supplies and technical assistance to tutors. Since the MRTS were assigned to local schools, there was a better understanding, acceptance and implementation of the MTP's goals and objectives. The principals rated the MRTs very highly in terms of their responsibilities and communication skills.

3. Did students who participated in the MTP sessions show gains in reading comprehension as measured by standardized achievement tests?

Table 1

Mean Pretest and Posttest Percentile and Grade Equivalent Scores by Grade for MTP Students

	ITBS Pretest				ITBS Posttest			Gain	
Grade	N	GE Mean	S.D.	%ile	GE Mean	S.D.	%ile	GE	%ile
2	31	1.3	.52	29	1.7	.70	19	.4	-10
3	30	1.5	.57	13	2.4	.74	17	.9	4
4	24	2.6	.80	20	3.0	1.05	16	.4	- 4
5	27	2.4	.90	8	3.3	1.2	11	.9	3
6	26	3.2	.80	8	4.0	.90	10	.8	2

Note: ITBS pre- and posttests were administered in April 1979 and April 1980, respectively. Data are for the Reading Comprehension Test.

Migrant students in grades three, five and six demonstrated significant educational achievement as reflected by the grade equivalent gains: .9, .9 and .8, respectively. Migrant students in kindergarten were only posttested and a gain score could not therefore be computed. Migrant students in first grade were administered a pre- and posttest, each from different standardized tests; therefore, no gain was calculated. Percentile gains attained by Migrant students on the ITBS were small, with some decline in percentile scores.

Table 2

Distribution of Percentage Gain
by Migrant Students by Grade
on Interamerican Prueba de Habilidad General
(General Ability Test)

Gain	Grade 1 n	1 %	2 n	2 %	3 n	3 %	4 n	4 %	5 n	5 %	Total
0%	2	33	2	25	1	20	0	0	0	0	5
1- 9%	2	33	4	50	0	0	0	0	0	0	6
10-19%	0	0	1	13	1	20	1	25	1	100	4
20%	2	33	1	13	3	60	3	75	0	0	9
Column Total	16	99	8	101	4	100	4	100	1	100	24

Note: Percentage gains for migrant students were computed by the following formula:

$$\left[\left(\frac{\text{Posttest score}}{\text{Pretest score}}\right) - 1\right] \times 100$$

At the beginning of the school year, efforts were made to collaborate with Bilingual Program personnel to test Bilingual Program participants who were also Migrant Program participants. These efforts resulted in a small number of migrant students who were both pre- and posttested in the Interamerican Prueba de Habilidad General. Some of the migrant students tested were given the English series. Data used in this evaluation were derived from the Spanish series only.

For migrant students in grade one who took both pre- and posttests of the Interamerican Prueba de Habilidad General, those in grades three and four showed the largest gains. For migrant students in grade three, 60% met the projected 20% increase; another 20% increased their scores by 10 - 19%. For migrant students in grade 4, 75% made the projected 20% increase and the remaining 25% made a 10 - 19% increase.

The percentage of migrant students across grades one to five who attained a 20% increase was 38%, while 42% of the migrant students attained a test score increase ranging from 1 - 19%.

4. Were parents of migrant students informed about and involved in the MIP?

The four recruitment/community specialists for the MIP made 2,000 home visits. These specialists visited every home of the identified migrant students served by the MIP. During these visits parents were provided with information concerning the MIP and social services available to migrant families. The MIP involved approximately 130 parents in MIP staff workshops or Parent Advisory Council meetings. The recruitment/community specialists worked effectively in disseminating necessary information via initial and follow-up visits.